

# 3s / 2s

## **understand ... why bold**

(why **bold**? will I be able to recall it? why not? what will I likely say instead, **ask** teacher about whatever you feel you might misunderstand)

## **out loud ... hit the right note**

(read at least twice: **switch** roles; **repeat** your lines until you hit the right note, use **accent** sparingly (not every other word), do not quite yodel but...)

## **make keywords your own**

(read kw, **check** when unsure, add **own notes**, not too many, or write your own)

## **rehearse**

(explain **vocab** in intro, make sure the **listeners understand** what the conversation will be about, in dialog: **add** to text rather than take away, make understanding **easier** for listeners, no not focus on the first few lines, rehearse then **check** bold bits: did you use them?)

...

**uh-erm, repeat, stutter, drawl (the ... a)**  
**fillers (kind of, I guess, you know, well)**  
**linking words (actually, anyway, still, now)**  
**be dramatic: play for the gallery**